

## FORM 10: Child Safety Risk Management



### St John's Euroa CHILD SAFETY RISK MANAGEMENT

Catholic Education Sandhurst Limited (CES) is committed to zero tolerance of child abuse, as articulated in our *Commitment Statement to Child Safety*.

All staff and members of our school community have a duty of care to protect the safety, health and wellbeing of children in their care.

The school consists of a diverse population, including students with a disability, Aboriginal and Torres Strait Islander children and children from culturally and linguistically diverse backgrounds.

This school understands its obligations in relation to *Ministerial Order No. 870: Child Safe Standards – Managing the risk of child abuse in schools*, and is committed in ensuring that our compliance and regulatory obligations are met at all times.

This document has alignment with the CES Ltd Child Safety Framework and policies and should be read in conjunction with CES Ltd *Risk Management Framework*.

### Child Safety Risk Management

This school has adopted a risk management approach to child protection by developing and implementing strategies to identify and mitigate our child protection risks based on:

- The nature of all school environments
- The activities students undertake at schools (including the provision of services by contractors or outside the school's physical environment)
- Physical and online environments that exist in our school
- The characteristics and needs of all of our students.

This school sees the importance of embedding an environment of child safety as part of our school's culture.

This school has implemented and will continually maintain adherence to the seven (7) Child Safe Standards, namely:

**Standard 1:** Strategies to embed an organisational culture of child safety.

**Standard 2:** A child safety policy or a statement of commitment to child safety.

**Standard 3:** A child safety code of conduct.

**Standard 4:** Screening, supervision, training and other human resources practices that reduce the risk of child abuse.

**Standard 5:** Procedures for responding to and reporting suspected child abuse.

**Standard 6:** Strategies to identify and reduce or remove risks of child abuse.

**Standard 7:** Strategies to promote child participation and empowerment.

Along with compliance with the above standards, this school has implemented the risk mitigation strategies to ensure the school maintains a proactive approach to our duty of care in protecting children from harm and comply with our legal and regulatory obligations, including:

- Provision of child safety training during induction and through ongoing training annually that identifies the risks of child abuse in the school environment and articulating their obligations and responsibilities for managing these risks, how to report and respond to child safety incidents
- The presence of extensive policies and procedures in relation to excursions and camps, ensuring that child safety risks specific to excursions and overnight stays are identified and put in place
- Ongoing, periodic reviews of all physical school environments to eliminate physical isolation risks, such as solid classroom doors or rooms with no windows, or implement procedural controls where elimination is not possible
- The development of procedures for verifying the Working with Children Check (WWCC) status of all staff/visitors, who may have direct unsupervised contact with students, to ensure that students remain safe in all school environments both internal and external to the school grounds.

This document provides guidance for the school staff when conducting risk assessments and should be read in conjunction with the CES Ltd Risk Management Framework.

## Child Safe Standard: Risk Assessment Process

As part of child safety, risk assessments should be undertaken for any activity, event, or to test compliance measures that are in place.

*Each School will be different, and it is vital that each risk event or environment is assessed. The adequacy of existing controls should be assessed, and risk treatments (initiatives) should be developed if gaps (vulnerabilities) are identified. A risk assessment enables the School to control an identified risk, by the provision of measures to ensure child safety and embedding a culture of proactive child protection, as articulated in the CES Ltd Child Safe Standards.*

Below is a list of terms that are used in risk assessments:

Term	Definition
<b>Risk</b>	A situation in where the protection of a child is compromised.
<b>Risk Assessment</b>	A systematic process of evaluating the possible risks that may be linked to an activity of task.
<b>Risk Management</b>	A coordinated approach of managing risks, and ensuring adherence to <i>Child Safe Standards</i> .

TABLE 1: RISK DEFINITION TABLE

## Process

The following table details the principles as detailed in *ISO3100:2018 Risk Management – Guideline* and aligning to the *CES Ltd Risk Management Framework*.

Process	Description
<b>Identify Risks</b>	Identify where, when, why and how events could prevent, delay or degrade the main outcome of the event, activity or meeting.
<b>Analyse Risks</b>	Determine the likelihood of the risks to occur and the potential consequences related to the risks and how these could occur (cause and impacts).
<b>Evaluate Risks</b>	Compare the level of risk against the potential adverse outcomes so that decisions can be made on how to manage the priorities.
<b>Control Risks</b>	Develop and implement strategies and action plans which are cost effective and beneficial to all involved.
<b>Monitor and Review Risks</b>	Monitor the effectiveness of the processes put in place. Provide feedback for improvement, considering on any follow up required from incidences.

TABLE 2: RISK MANAGEMENT PRINCIPLES

Establishing the context of risk is the first step in the risk management process, and is essentially termed as “identifying the risk”.

The School must ensure child safety risk is considered. Child safety risks must be assessed as part of standard risk management processes at school level and this includes activities that the school oversees directly and those activities where the school name is used in the arranging and operation of an activity. Child safety risks must be controlled from the initial planning, implementation, monitoring and evaluation of an activity and must be managed throughout the lifecycle of the activity. This could include an excursion, incursion, camp or a risk assessment on school level (e.g. isolated areas of

buildings, lack of supervision areas, management/procedural elements, etc.).

Activities can be high risk for a number of reasons. This can be due to their nature, their location, cultural sensitivities and whether other organisations involved, etc.

In addition, the school may be engaging in a low risk activity however the activity may be occurring in a non-School building or environment, which could change the nature of the risk. A child safety risk assessment must be conducted before the activity can proceed.

In other words, the person undertaking the assessment should consider “what is the risk”?

As part of the risk assessment, consideration should be made on what could cause this risk to occur, and what impacts (worse case) could occur if controls are not in place. The type of harm that could impact children should be addressed.

<p><b><i>Unintentional/accidental harm</i></b></p> <ul style="list-style-type: none"> <li>– Poor physical environment leading to injury.</li> <li>– Poor supervision.</li> <li>– High-risk activity.</li> <li>– Lack of risk mitigation strategies in place.</li> </ul>	<p><b><i>Physical abuse</i></b></p> <ul style="list-style-type: none"> <li>– Physical punishment.</li> <li>– Pushing, shoving.</li> <li>– Punching, slapping, biting, kicking.</li> </ul>	<p><b><i>Cultural abuse</i></b></p> <ul style="list-style-type: none"> <li>– Lack of cultural respect.</li> <li>– Racial or cultural vilification or discrimination.</li> <li>– Lack of support to enable a child to be aware of.</li> <li>– Express their cultural identity.</li> </ul>
<p><b><i>Neglect</i></b></p> <ul style="list-style-type: none"> <li>– Lack of supervision.</li> <li>– Not providing adequate nourishment.</li> <li>– Not providing adequate clothing or shelter.</li> <li>– Not meeting the specific physical or cognitive needs of children.</li> </ul>	<p><b><i>Sexual abuse</i></b></p> <ul style="list-style-type: none"> <li>– Sexual abuse, assault, and exploitation.</li> <li>– Grooming.</li> <li>– Inappropriate touching.</li> <li>– Inappropriate conversations of a sexual nature (either face-to-face, online or via other technology).</li> <li>– Crossing professional boundaries.</li> </ul>	<p><b><i>Psychological abuse</i></b></p> <ul style="list-style-type: none"> <li>– Bullying.</li> <li>– Threatening language.</li> <li>– Shaming.</li> <li>– Intentional ignoring and isolating (either face-to-face, online or via other technology).</li> <li>– Spiritual.</li> </ul>

TABLE 3: TYPE OF HARM - Adapted from the NSW Office of the Children’s Guardian

The assessment should identify what controls are in place to manage or mitigate the risk from occurring. If vulnerabilities or gaps are identified, it is vital that risk treatments (which can be termed as “actions” or “initiatives”) be implemented to reduce the risk.

Risk ratings should be devised using the CES Ltd Risk Management Framework, to deduce likelihood, consequence and risk rating.

All risk assessments should be retained, and included in the school’s Risk Register. If risks are uncontrolled they need to be escalated as indicated within the Risk Management Framework.